

Witches and Wizards

Key Stage 4 and 5 —Term 4 2025

Communication and Interaction

(Sensory Story, Intensive Interaction, Functional Communication—snack, good morning and personal care, Choosing time, Playtime, SaLT and What's in the Box?)

Sensory Story: The Witches by Roald Dahl

To encounter sensory exploration of the story, encouraging the use of all senses, as appropriate.

*The Witches – witch toys (i.e. plush, knitted, plastic etc), witch songs/cackle on sound buttons, wigs, gloves, witch hats, pointy shoes, mini/laminated witch hats in black rice AL/ZM/IE – Colourful semantics sentence / Witch bingo matching / Witch Hat size sorting (big, medium, small)

*Potions and Mice – explore making potions (i.e. pouring and mixing mixtures/ingredients – e.g. baking soda, vinegar etc.), potions bottles, mice toys / 10 Potions Bottles song / mice toys (i.e. noisy, tactile, wind up, plush, knitted etc.)

AL/ZM/IE – Colourful semantics sentence / drawing potion bottle outlines / shaped potions bottle sorting

*Sweet Shop – till and money / coin exploration / coin posting / coin matching / sweets and chocolate (e.g. jellybeans, candyfloss, different chocolate buttons etc.) – exchange coin for sweet?

AL/ZM/IE – Colourful semantics sentence / sweet bead threading / coloured sweet sorting



Good Morning Routine:

Support pupils to carry out daily routine, making choices of objects/activities to explore using their senses. To develop realisation of the day/time/event.



What's in the Box? / Attention Autism

To support pupils to make choices and requests (out of 2) to select favoured activities from those presented.



Lesson Objectives:

To engage in sensory-related activities, linked to the story The Witches.

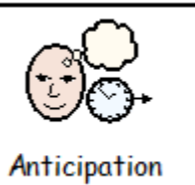
To engage in Good Morning routines, with support as required.

To engage in choice making: e.g. making a choice from 2 items / photos / symbols, to show a preference.



What might pre-formal communication look like?

Sounds, vocalisations, stilling, movements, gestures, eye-contact, signs, OOR, symbols, photographs, i-pad use



Cognition and Learning

(Shape, Number and Colour)

Due to the nature of Pre-Formal learners the following will not be taught as discreet subjects—Position, Money, Time

COLOURS: For learners to encounter Colour through a range of sensory activities. This may include: Colour stories, books and/songs, Colour multi-sensory trays for exploration, sound buttons with colours, tactile colour boards, art/mark making activities to further explore colour, colour matching, colour sorting, Computing activities on the interactive whiteboard/touchscreen computer to explore Colour, exploring coloured food items, explore colours on light box

HARRY POTTER HOUSES Weeks 1, 2, 3

*Hogwart's Houses—Edible Resources

E.g. red, green, yellow, blue themed foods

*Hogwart's Houses—Colour Exploration

E.g. selection of red, green, yellow, blue items to explore

*Hogwart's House—Craft Activity

Single colour pictures, e.g. Red = Gryffindor / Green = Slytherin / Yellow = Hufflepuff /

Blue = Ravenclaw

Additional Activities:

*Colour Puzzles / Colour Sorting / Colour Matching / Colour Pop Up Toy



SHAPE: For learners to encounter Shape through a range of sensory activities. This may include: Shapes stories and/songs, Shape multi-sensory trays, Sound buttons with shape names/shape songs, tactile shapes, shape, feely muffs, simple shape inset puzzles, shapes upon light box, simple games involving shape, Computing activities on the interactive whiteboard/touchscreen computer to explore Shape, exploring shaped food items.

WITCHES AND WIZARDS Weeks 4, 5, 6

*Variety of shaped foods to explore—triangles (e.g. Doritos) = witches hats / 2 circles (e.g. toast shapes or rice cakes) = cats etc. / rectangles (e.g. breadsticks covered in chocolate) = wands

*Variety of shaped items to explore, e.g. trays of single shapes, such as selection of circles

Selection of rectangles, selection of squares etc.

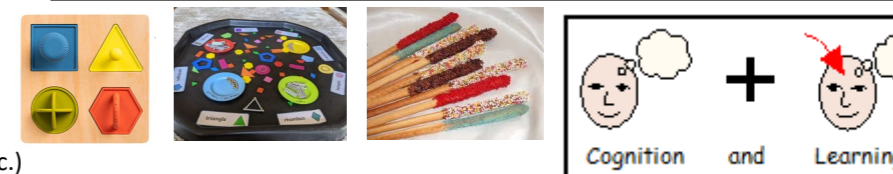
*Shape Dice—roll dice, locate and explore shape that matches that rolled

*Shape Patterns on i-pads / IWB (e.g. through HelpKidzLearn)

Additional Activities:

*Shape Puzzles / Shape Sorting / Shape Matching / Shape Board Game

*Locate shapes from edible items (e.g. triangles from jelly / stars from rice pudding etc.)



Lesson Objectives:

To engage in Colour related activities, linked to Harry Potter Houses

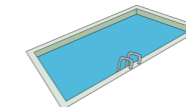
To engage in Number related activities, linked to the Witches and Wizards

Sensory and/or Physical

(Hydrotherapy, Physiotherapy Programmes, Food Exploration and Sensory Integration)

Hydrotherapy Session: Tuesday AM and Thursday AM

Support pupils to use the hydrotherapy pool to support standing in those who are unable to weight-bear out of the water due to the buoyancy effect of water, help reduce the fear of falling, assist in strengthening weak muscles, improve balance and coordination, improve independence and function, help improve self-confidence, as well as being a relaxing and calming experience.



Physiotherapy Programmes:

To undertake physio-related activities, designed by an external Physiotherapist

(i.e. LOBW / ZM / AL / CW)

Staff to use individual guidance, as required.

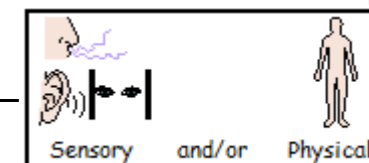


Lesson Objectives:

To engage in Hydrotherapy sessions, focusing upon independence, physio and balance activities, with support as required.

To engage in fine and/or gross motor activities, with support as required.

Food Exploration: Within other areas of learning this will be covered, including: coloured and shaped foods during Cognition and Learning, Sensory Story, Sensology, Explore and Discover sessions



Sensory and/or Physical

Explore and Discover

(Creativity—Music, Art and Design, The World Around Us—Geography, R.E, PSHE, SMSC, History and Science)



Harry Potter themed

To encounter, experience sensory opportunities, linked to a story theme, to allow pupils to explore and discover. To use all senses, as appropriate.

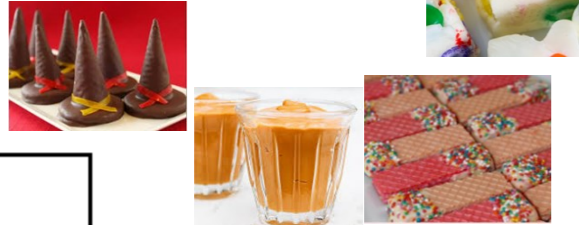
NB: Activities may be rotated, as suitable and may not all be used each session

- *Hedwig / Owls – feathers and toy owls (i.e. plastic / plush / puppets) / white balloons with Hedwig drawn on / stacking owls / Hedwig peg activity (clip on wings)
- *Dragons – explore toys and cornflakes (dragon scales), interactive dragon, Snap Dragon, dragon eggs (plastic eggs filled with different items to create sound) / Coloured dragon sorting / dragon stickers
- *Troll – snot + wands (i.e. lime marmalade + matchmakers / breadsticks) / troll toys
- *Quidditch – hoops to throw balls / beanbags through (i.e. collection of sensory balls)
- *Gold Snitch – gold ping pong ball posting / gold paint and marbles in tray
- *Hogwart’s Express—train set / spinning train / number train



*Crafts/Cooking:

- Witch Hat cones
- Chocolate Wands
- ‘Butterbeer’ Angel Delight
- ‘Bertie Bott’s’ Jelly Bean Fudge



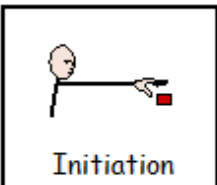
Lesson Objectives:

To engage within exploration activities, linked to Harry Potter.

To begin to show a preference for items/actions/activities.

Additional Resources:

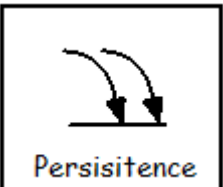
- *Symbol Matching activities
- *Multi-Sensory Room Resources
- Sensor floor projector (i.e. witches / potions)
- Selection of Witches and Wizards songs through MP3 system / CD player
- Water bed for body positioning / body awareness
- UV toys and resources and black light torches
- gym ball for additional physio activities
- *Craft activities—various, see details to left



Initiation



Explore and Discover



Persistence

Holistic Therapies

(Story Massage, STaRS, Positive Touch Therapy, Light and Sound Therapy, Resonance Board, Sound Bath and Multi-Sensory Room)

Multi-Sensory Room:

To encourage and support pupils to demonstrate their increasing levels of anticipation and prediction by showing a developing understanding of cause and effect whilst using the variety of MSR equipment.

And see notes made within ‘Explore and Discover’ for additional resources that will be used to create a ‘topic-based experience’



Story Massage: To support pupils to learn how to relax, be calm, feel good and concentrate, whilst accepting massage techniques, along to a theme: Adapted from story Bobo the Wizard

Sound Bath session:

For example using singing bowl, clatterpillars, cow bell, boomwhackers, guiro, djembe drums, triangle etc.

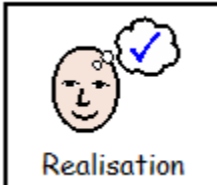
As suitable 3 staff to deliver the session/play instruments to provide pupils with as immersive an experience as possible.



STaRS: Pupils to explore / experience tactile activities, giving pupils the opportunity to show preferences and request ‘more’. Based around a given theme: Adapted from Wicked

Lesson Objectives:

To engage within Holistic Therapy activities—accepting and showing a response to actions/activities carried out.



Realisation

Sensology

Five Senses Song: www.youtube.com/watch?v=iA1uLc1uEbl

Weeks 1, 2, 3: Pancake Day / Shrove Tuesday (4th March)

- *Taste: golden syrup / pancake / lemon
- *Smell: lemon essential oil/juice / chocolate scent
- *Sound: whisk in bowl / church bells / laughing
- *Touch: whisk stroked on skin / tapping with wooden spoon / palm leaf wafting
- *Sight: flipping pancakes / mixing pancakes / flour being sprinkled

Weeks 4, 5, 6: Comic Relief (21st March)

- *Sight: selection of red items / red tealights / throwing red balls at target
- *Sound: red squeaky horns / laughing sounds (bags / sound buttons) / money jingling in bags
- *Smell: So..? Red Velvet / Charlie Red / strawberry essential oil
- *Taste: red food items, e.g. strawberry / tomato / ball of red icing / red jelly sweet
- *Touch: red noses rolled over body / tickling with feather

Lesson Objectives:

To engage in Sensology activities, to a specific theme/event.



Sensology



Holistic Therapies